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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Wardrobe I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include gaining a basic understanding of colors, use of patterns, appropriate seasonal dress, and appropriate dress for specific occasions by individualized instruction through one to three quarters of instruction. Contents include a test for the course; lesson plans with teacher notes, classroom activities, homework assignments, and handouts (exercises); and a vocabulary list. Additional ideas for using the materials are suggested. The course, Wardrobe II, is available as CE 024 493. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide of fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Wardrobe I

Seasons, Occasions, Colors, Patterns

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COMMUNITY LIVING SKILLS GUIDE FOR THE COLLEGE FOR LIVING

Wardrobe I: Seasons, Occasions, Colors, Patterns

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PREFACE

The College for Living Guidelines were designed and created by the needs of both the students and the teachers at Metro College for Living, Denver, Colorado. The teachers were keenly aware of the wide variety of levels and needs of students entering the College for Living. They realized that the myriad of backgrounds of the students necessitated an individualized approach to each subject. The guidelines were created to give the person who teaches a broad base of concepts with which to work and some activity ideas which will help the course be effective.

When using the College for Living Guidelines, the teacher is encouraged to develop individualized materials and approaches to meet the needs of each student. A guideline need not be followed rigidly. If a student needs to master a basic skill, let the student use a variety of methods to discover the concept they are backing. Then they can move on to another facet of the course.

The workbooks are designed to help the teacher begin a course. The interaction between student and teacher will make the content viable. A "positive atmosphere" will help the student learn.

Motivation of both student and teacher toward specific goals ensures success. It is important to remember that the students

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we influence use teachers as role-models. Therefore, any means a teacher has to aid the student in growing in the area of self-respect and self-reliance should be emphasized.

One approach to learning is to offer choices. At first, the choices should be simple in order to minimize anxiety. But as the student progresses more difficult problem-solving situations can be introduced. Student input is essential.

Enjoy teaching.

Sincerely,

Alice Roelofs Kreps

Alice Roelofs Kreps,
Program Coordinator

ARK/ts

Goals for Wardrobe I.

Basic understanding of colors

Basic understanding of use of patterns

basic understanding of appropriate seasonal dress

basic understanding of appropriate dress for specific occasions

will be gained from Wardrobe I by individualized instruction,

taking from one - three quarters to learn these skills.

Objectives for Wardrobe I.

The student will select and wear color-coordinated attire for three occasions out of four.

The student will select appropriate seasonal clothing and match with the four seasons on a test form 100% of the time.

The student will label orally (if verbal) specific patterns of fabric samples, i.e. plaids, polka dots, stripes, checks, and solid colors four out of five samples.

The student will choose comfortable and appropriate dress for a formal and a casual occasion by attending three functions planned in class.

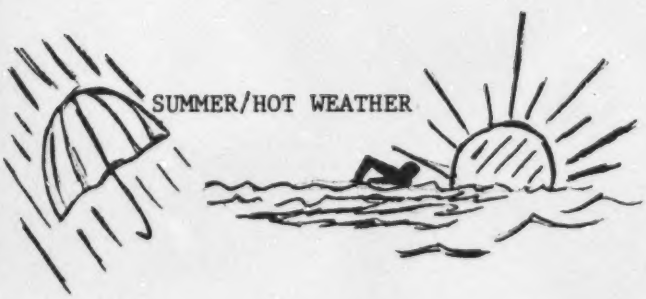
Dress for specific occasions will be gained from Wardrobe I by individualized instruction, taking from one - three quarters to learn these skills.

The student will select and wear appropriate clothing from his or her wardrobe for three occasions.

The student will be able to identify designs or patterns. The student will be able to identify basic colors by name, by choosing the correct sample of four different fabric patterns.

TEST FOR WARDROBE I

I. Dress the people appropriately.
Remember colors, patterns, occasions



WORK

FORMAL

INFORMAL/CASUAL

STEP I: Dress and Its Importance

Take test to see what the student knows.
Find appropriate starting point for student.
Next talk about dress and its importance
Is the way you dress important to you?
Why is your appearance important to others?

Teacher note:
1st lesson concepts:

A. Dressing for . . .
   1. different weather conditions
   2. occasions
   3. dressing
B. Dressing tells others what we think about ourselves
C. Dressing tells us what we feel about ourselves

Play flash cards with dress pictures (ideas taken from Cooperative Extension Service, Colorado State University, Fort Collins, Colorado)

Discuss when certain clothing is used.

Words to know:

- Casual
- Formal
- Cold weather
- Hot weather
- Windy
- Rainy
- Work
- Uniform

Teacher Note: Quickly discuss meanings before using flash cards.

1. Bring our notebook
2. Bring magazines from home for a project. We will cut out pictures.
3. Dress casually next week. Don't forget about the weather.

Cold Weather

Windy/Cold

Formal (M)

Formal (F)

Cold Weather
Casual

Cold Weather
Casual

(Uniform)
Work

(Shirt tie)
Work

(Neat, everyday clothes)
Work

(Waitress)
work

Hot weather

hot weather

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STEP II: Dressing for Weather and Occasion

Cut out pictures or draw appropriate clothes for each of the following situations:

Hot weather

Cold weather

Formal

Casual

STEP II: Seasons

Discuss clothes and their relation to the seasons.

I. What do you wear in spring?
What activities do you do in the spring?

Teacher note:
Stuients can
draw or write.
Encourage them
to succeed.

II. What do you wear in summer?
What activities do you do in the summer?

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Ideas to refresh the study of seasons

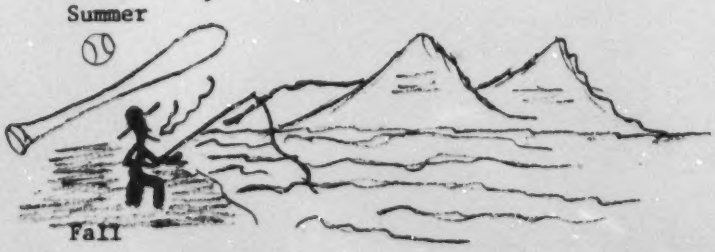
Activities and proper clothing

Seasons

Winter

Spring

Summer



Fall

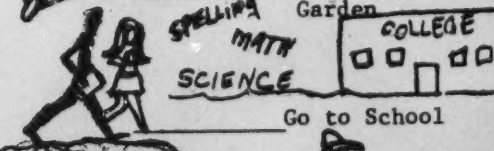
Skiing

Swimming

Walking in the Rain

Building a Snowman

Picnics



Work in a Garden

Go to School

Rake leaves

III. What do you wear in the fall?
What things do you do in the fall?

IV. How do you dress in the winter?
What are your winter activities?

Homework: 1. Wear clothing for any occasion -- casual, formal, work, etc., plus wear clothes that fit the weather. Be able to tell us what activity you are dressed for. 2. We will have a "guessing" party about the way we are dressed.

STEP III Occasions

ASSIGNMENT: Clothes for Occasions

Activities	Places	Clothes I wear
	School	
	Church	
	Park	
	Market	
	Laundry	
	Movies	
	Bowling	

Do you have other places to add?

STEP IV: Colors

I. Discuss homework

Teacher note:
Reinforce seasons appropriateness, and effort.

II. Color

Make a color wheel
Discuss opposites
Vivids - pastels

Teacher note:

1. Have a color wheel to show students. Let them color their own wheels. Materials needed: Construction paper, cut into wedges, glue.

2. Have paints available to show that these three colors make other colors

3. Experiments with food coloring.

Homework: Wear colors that go together.

"Guessing" Party - Sit around; have refreshments and talk about the way you look. Are you neat, clean, and attractive?

Teacher note:
Begin to discuss color ideas.
What colors go well together.

Assignment: 1. Handout sheet that says

"Activities - places - clothes"
have student take home and fill in the activities and the clothes parts either by drawing or writing. 2. Dress in your favorite colors. Be thinking about colors and how they are used around you. Dress casually.

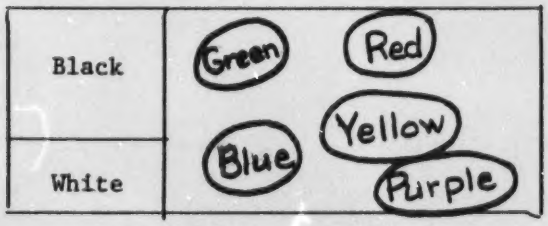
STEP V: Colors, Patterns, Coordination

Neutrals and complementary colors

I. The Neutral colors are black and white

Make a card that shows what colors go with the neutrals

Teacher note:
Use clear contact
to seal cards made
by students

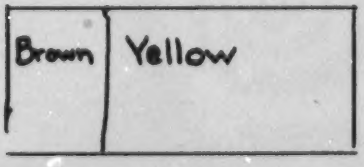


Did you notice that all the colors go with neutrals?

II. Complementary colors are colors that go together.

Make cards with colors that go together.

Use construction paper



Assignment: Class divides into four groups. Give the students in one group the task of wearing plaids or bringing in examples of plaids Second group - stripes. Third group - checks. Fourth group - plaids.

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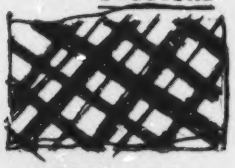
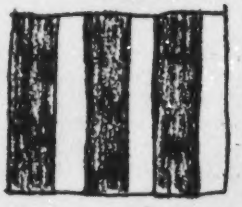
Patterns

Teacher: Bring samples of plaids, strips, checks, prints, solids, match sample for color and pattern.

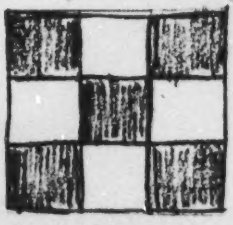
These are plaids.



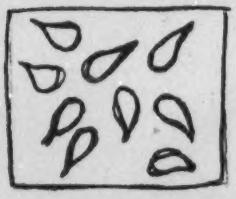
These are stripes.



These are checks.



These are prints.



What would you wear with these patterns? You would wear <u>solid</u> colors.

Colors are important. What colors do you see in these patterns?

What solid colors would you wear with each pattern?

Homework:

1. Handout sheet labeled "Your Wardrobe"
2. Have student wear what he feels is in good taste for season, time of day, and activity.

"YOUR WARDROBE"

ITEM	COLOR	AMOUNT (HOW MANY)	SEASON
Blouse/Shirt			
Pants			
Skirts			
Sweaters			
Dresses			
Suits			
Jackets			
Coats			
Shoes			
Uniforms			
Underwear Pants/shorts Bras/T-shirt			
Others:			

Homework: Look in your closet and count the different kinds of clothes. List the colors of clothes and list what season you can use the clothes in.

STEP VI: Review and Re-evaluate

Teacher Note: Be supportive of those who have only a few outfits. Discuss O.K.-ness of cleaned and repaired clothes.

Discuss homework.

Give test again.

Homework:

1. Dress for a special activity (teacher and student decide together).
2. If money is needed let the student know with a note to his/her counselor or with a reminder to themselves.

STEP VII

Social Activity to celebrate the previous weeks of learning.

VOCABULARY FOR WARDROBE I

Casual:	Everyday clothes we feel comfortable in.
Formal:	Special clothes for occasions.
Appropriate:	The correct or right thing.
Situation:	What's happening.
Seasons:	Fall, winter, spring, summer.
Activities:	Things we do.
Occasion:	Special time for doing and sharing.
Refreshments:	Cake, drink, fruit used for parties.
Color wheel:	A circle with colors on it.
Neutral color:	Black or white.
Complementary:	Go together.
Patterns:	Plaids, stripes, checks, prints.
Solid color:	One color without a pattern

ADDITIONAL IDEAS WHEN USING
WARDROBE I

1. Give the test in whatever way your students can take it. For Example: have the students look through magazines and identify appropriate apparel. Give the test orally if your students have difficulty drawing. Make the test situation a non-threatening experience.

2. If you make your own flash cards, use them for everything, i.e. colors, patterns, coordination, etc.

3. Make collages of seasonal activities.

4. Be sensitive to students' environments. They may have little choice in the clothing they wear.

5. Make a Pattern Bingo card and use flash cards as numbers.

6. Each week, reinforce previous weeks by discussing clothing that the students wear and reasons why they are wearing their clothes, i.e. seasonal appropriateness, color coordination, occasional appropriateness, cost, styles, etc.